UNESCO SOURCES

N 49 - JULY-AUGUST 1993

SILENCING THE GUNS ...

... LEARNING PEACE BY PEACE

Readers, we have reserved this page for your comments, suggestions and criticisms. Consider it yours!

YOUTH MOBILIZING FOR DUBROVNIK

Mario Bonito Cerato
President
UNESCO Club of Conegliano
Italy

We learned about the sad fate of Dubrovnik thanks to the dossier (Sources, No. 43, December 1992) you devoted to this ex-city of art, included on UNESCO's World Heritage List.

Ever since that time, our Club has been deeply interested in this problem. Our young members have launched several initiatives aimed at collecting funds to help reconstruct this magnificent city, wounded by war.

So far, we have been unable to make contact with an organization which provides a guarantee that these funds will be well used. Now, however, thanks to your dossier which includes the names of a number of organizations mobilizing forces in support of Dubrovnik, this problem has, hopefully, been resolved. From your list we have chosen the French National Committee for Humanitarian Aid and the Safeguarding of Dubrovnik. We plan to send our donation to this Committee as a contribution of young people to other young people.

NO EXCLUSIVITY

Marcel Jolin
Agronomist
Caen, France

Your article on biological diversity ("Terra Incognita" in Sources, No. 47) sheds new light on a grave problem, one which is little known to the public.

It is certainly true that the extinction of millions of species as a result of human activity is particularly disastrous for developing countries. These countries, however, have no exclusivity. We in the "industrialized" world also suffer from "disappearances".

It may not be commonly known, for example, that less than a century ago there existed in France over 2,000 species of apple trees which bore an abundance of succulent fruit. Today, barely a dozen varieties can be counted.

Both gastronomes and nature lovers lament this development. If only for this reason, the preservation of biodiversity, supported by UNESCO, is a noble cause.

EXERCISE MORE SENSITIVITY

Charlotte Ruttenberg
Secretary General
International Federation on Ageing
Washington, DC, USA

The cover photo of your April issue is very arresting, but also conveys, I believe, an unflattering portrait of older persons as fearful and lacking power.

As a representative of an NGO in Consultative Status with UNESCO, I urge you to exercise more sensitivity in the future to how older persons are treated. A photo is a powerful means of communication.

Does the "Senior Citizen" on the cover of our April issue (Sources, No. 47) really give the impression of being "fearful and lacking power"? She seemed to us rather to be astounded by the whirlwind of vitality incarnated by the youth leaping up beside her. In any case, we had no intention of given a negative image of an age to which we all aspire, an age which, once attained, we hope to live to the full. - ED.

WORLD WATER FAMINE?!

A. Jagadeesh
Convener
Navodayam: Centre for Development Alternatives
Nellore, Andhra Pradesh,
India

I read with interest your excellent piece "Out of the Stone Age". (On the planet's water cycle, Sources, No. 47, May 1993).

About 97.3 percent of available water in the world is in oceans, and out of the remaining 2.7 percent, 80 percent lies in the polar regions. As such we are hardly left with 1 percent of the available water for human consumption.

The coming decade may witness nations fighting not for territory or petroleum but for water. Water has already become a global trading activity. Huge quantities of water is being carried from Malaysia to Saudi Arabia.

Unless we adopt stringent water conservation measures, the world is heading for a Global Water Famine!

OF IMAGE AND CLARITY

Ten years ago, it appeared as somewhat contradictory. With the thaw in superpower relations at the end of the Cold War, it looked more promising. Over the last few months, however, the judgements concerning its action in countries like Cambodia, Somalia or ex-Yugoslavia, have blurred the image of the United Nations - an image that, inevitably at times, attains the caricatural. But above all, this image propagates a false vision of the Organization.

The UN acts only at the will of those who have established its mandate: its Member States. They, and they only, decide its missions, provide it with the means to accomplish them, and control their execution. The UN is but an instrument that governments have given themselves to shape, if they so desire, according to their intentions, and, as far as is possible, as they collectively decide. It can be more or less efficient and pertinent; it cannot act in the place of, or against those who use it. Let's not confound the cause and the effect. In other words, the image of the world and international relations reflected by the UN, should not be confused with the instrument itself, which, it must be said, we would have great difficulty replacing.

Mutatis mutandis, this also goes for UNESCO. In the early 80s, for example, the organization's most disparaged programmes were, without exception, agreed upon by its governing bodies, which are made up only of representatives of Member States. The powers of the Director-General, and accordingly of the Secretariat, allow him only to "formulate proposals" and "prepare" the work programmes that are then submitted for "approval" to the Member States. His responsibilities also include reporting on the execution of these programmes with a maximum of clarity, and to provide the Member States with everything they need to fully do their job.

This clarity is one of the objectives of the reforms that have been undertaken over the past few years, and which could provoke the unexpected result of restoring international relations as the focal point of the image.

René LEFORT

READEX
FICHE

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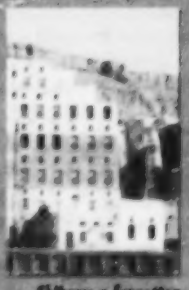

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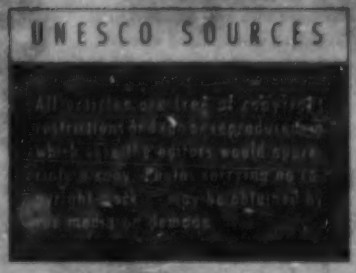
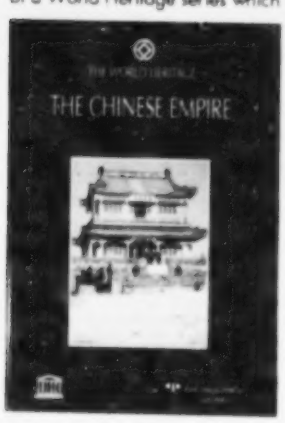
Cover design : Zhang Haoliang (China) "I want Mama, I want to go home"/The International Museum of Children's Art, Oslo (Norway).



BOOKS

THE CHINESE EMPIRE

For most of its 4000-year history, China has been isolated from the rest of the world. To the Chinese, their country was the centre of the universe. They developed a distinct culture that persisted with the passing of time. UNESCO has designated 10 sites in China as part of the World Heritage. Three of them are featured in this volume: The Great Wall, more than 4,000 miles (6,400 kilometers) long; the Mausoleum of Shi Huangdi, with its army of terra cotta figures, covering an area of almost 22 sq. miles (56 sq. km.) and the Imperial Palace of the Ming and Qing Dynasties, where the emperors resided for 500 years. Richly illustrated and written in lively, accessible style, this volume includes a good index, a glossary and instructional tables on "How the Chinese Write", a concise "Time line of Chinese History" and the "Roots of Chinese Wisdom" with definitions of Buddhism, Confucianism, Dao (or Tao) and Daoism (or Taoism), and such concepts as *Ren, Yang and Yin*. It is part of a World Heritage series which



features spectacular colour photographs of various World Heritage sites and explains their historical, cultural and scientific importance. Among other titles are: The Land of the Pharoahs, Prehistoric Rock Art, The Roman Empire, Mayan Civilization, etc.

● ***The Chinese Empire**, in The World Heritage series, UNESCO/Childrens Press Chicago 1992, 35 pp., 75 FF.*

DEMOCRATIC CULTURE AND GOVERNANCE: Latin America on the Threshold of the Third Millenium

This book is a reflection of the intellectual discussion which took place at the Conference of Montevideo - "Democratic Culture and Development: Towards the Third Millenium in Latin America," organized by UNESCO, and the PAX Institute, under the auspices of the Government of Uruguay (November 27-30, 1990). The Conference marked the first time in its over 40-year history that UNESCO was able to come to grips with the controversial issue of democracy. Up until then, the prevalence of authoritarian orientations on the world scene and the ideological East-West split precluded an open and useful discussion of the issue. Like the Conference, the book is organized in three parts: the political and socio-cultural conditions underlying democratic transition and consolidation, economic conditions and international synergies, with the "Declaration of Montevideo" as an appendix.

● ***Democratic Culture and Governance:** Latin America on the Threshold of the Third Millenium, Coordinated by Luis Albala-Bertrand, UNESCO/HISPAMERICA 1992, 159 pp., 70 FF.*

DECISION SUPPORT SYSTEMS FOR THE MANAGEMENT OF GRAZING LANDS: Emerging Issues

An integrated approach to the problem of promoting informed decision making, the term "decision support system" (DSS) is a computer-based advisory package, and may contain relational databases, geographical information systems, ecological system simulators, economic analyses, etc. Focusing on grazing land ecosystems, this book seeks to demonstrate how DSS can help with the management of complex environments in general. Drawing on case studies and recent experience, it seeks to inform scientists, academic and research administrators, granting foundations, international

development agencies, and international lending organizations of current DSS development and to foster additional research and training in this area.

● ***Decision Support Systems for the Management of Grazing Lands: Emerging Issues**, edited by J.W. Stuth and B.G. Lyons, MAB Book Series, Vol. 11, UNESCO/Parthenon Publishing 1993, 301 pp., 380 FF.*

RADIO PROGRAMMES

A Sense of Place: Joan and Serge Domicelj talk about the urban environment as an expression of cultural identity and about a project they initiated and are carrying out with the University of Sydney, Australia, as part of the World Decade for Cultural Development. On the second part of the recording, Jonas Faber, an Inuit (or Eskimo) recalls the comings and goings of the various inhabitants of Greenland. 21'15.

The Ultimate Investment: Mahbub Ul Haq, former Minister of Planning and Finance of Pakistan, and special advisor to the UN Development Programme (UNDP) discusses the concept of "Human Development" which, he says, *"is rapidly superseding the narrower concept of a development measured in purely economic terms."* 28'15.

Recordings and scripts available free of charge to broadcasting organizations from **UNESCO Radio**, 7 Place de Fontenoy, 75352 Paris 07 SP, France.

PERIODICALS

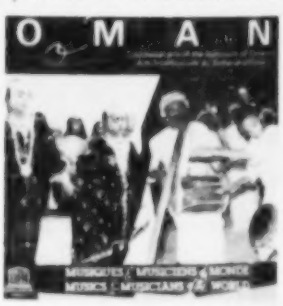
THE UNESCO COURIER

What is Modern? Men and women from different backgrounds, cultures and walks of life - artists, writers, architects, musicians, philosophers, doctors, engineers, etc. , attempt to "track" this *"elusive, ambiguous, ever-changing"* concept which, adds the *July Courier*, continues to be *"a paradox, constantly disputed, that refuses to be pinned down by even a tentative definition."* This issue also features an interview with American film producer Oliver Stone.

RECORDS

OMAN: Traditional Arts

The term "arts" refers in Oman to complexes of musical instruments, melodies, rhythms, poetry, weapons, ideas and skills, shaped into unique combinations to make up a specific, individually named "art". The occasions for



performances are social events of the country or the community. The selection on this recording includes songs sung by camel drivers and sailors, Praise Songs, and Dances with Weapons,... the Oboe, and...of Youth, etc.

● ***Oman: Traditional Arts of the Sultanate**, Musics & Musicians of the World series, UNESCO/Auvidis 1993. Cassette 52 FF, CD 109 FF.*

Publications and periodicals are on sale at the UNESCO Bookshop, or by order from UNESCO Publishing, 7 place de Fontenoy, 75352 Paris 07 SP, and in Member States through national distributors. Catalogue on request.

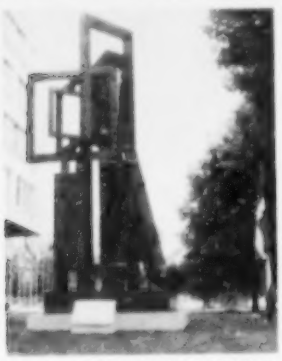
FOR NEW ART WORKS "NO BETTER PLACE"

Two of the world's great artists, the late Robert Jacobsen of Denmark and Oswaldo Guayasamin of Ecuador have offered their works to further embellish Headquarters and add to the Organization's already impression art collection.

Jacobsen's monumental construction (7m high) was designed especially for UNESCO and completed last December, a month before he died at 80.

Jacobsen called the work, a gift from Denmark and the artist's family, simply "UNESCO".

"We are all wrought of the same metal," he liked to say. *"It is education that makes the difference."* Otherwise, the *"message"* is up to the viewer: many sizes and shapes of red-painted iron welded into a harmonious whole...windows open towards



"UNESCO" BY ROBERT JACOBSEN (Photo UNESCO/Michel Claudel)

all horizons...A bronze form - like a Tibetan bell calling for peace in and of the mind...

"No place more appropriate than this, symbol of all cultures, could have been found to display a work by this artist." said Her Majesty Queen Margarethe of Denmark, inaugurating the sculpture at the entrance to the Organization's Paris Headquarters on May 27. For his part, Director-General, Federico Mayor, hailed the event as marking a two-way movement *"whereby UNESCO and the international*

"MOTHERS AND CHILDREN" BY OSWALDO GUAYASAMIN

artistic community are renewing ties with each other."

This was also the case on May 10, when a mural painting (28 m2) by Oswaldo Guayasamin, 74, was unveiled in another choice position, opposite one of the Organization's main conference halls. A gift of the artist who was present at the inauguration, the mural is entitled *"Mothers and Children"*. Through it, the painter denounces the suffering and misery to which they are subjected around the world, calls upon the international community to confront this daily violence and voices *"the hope that education can serve to eliminate these ills."*

The two masterworks join those of Picasso, Giacometti, Miro, Calder, Arp, Tamayo, Henry Moore and many others to make UNESCO Headquarters an exceptional showcase of contemporary art.

Betty WERTHER

JAN KRYSINSKI PREPARING SUPER ENGINEER

Jan Krysinski, Rector of the Technical University of Lodz (Poland), isn't exactly the classic stereotype of an engineer.

Radiating old world charm, humour and vitality, he was among 264 participants from 60 countries at the third World Congress of Engineering Deans and Industry Leaders, organized by UNESCO and the International Union of Technical Associations and Organizations (UATI) at Headquarters, June 23 to 25.

Prof. Krysinski, 57, was Co-Chairman of a Panel, one of the Congress' six, on *"The preparation of engineers for effective contribution to the needs of national economies"*. The others concerned different forms of co-operation among universities, with industry, or centred on training in developing countries and technology transfer.

His own paper dealt with co-operation between polytechnics and industry before and after the changes in his country. *"Poland is still deep in crisis,"* he said. *"Largely due to the loss of the Soviet market and because most of our machines were built to Soviet standards, research contracts with industry have fallen by over half since 1989. This is particularly serious when it comes to energy."*

Prof. Krysinski is also Co-ordinator of the on-going UNESCO-sponsored round tables on *"Strategic issues of the energy systems reform in Central and Eastern Europe"* (see Sources No. 33, January 1992).

He himself earned a mechanical engineering degree in 1965 and a doctorate in 1974 at the Technical University (now 10,000 students) which he has directed since 1990 in Lodz (pronounced *"vooch"*), Poland's textile capital and, with its six higher learning institutions, an important educational centre as well.

The Panel of 26 engineers and industrialists from 22 countries first designated what each saw as the top need of their national economy. Answers ranged from *"building a market economy"* in East and Central Europe, to *"employment"* in the U.S.. Overall, *"sustainable development"* came first and *"mobility"* last.

"Mainly," Prof. Krysinski said, *"I think we reached a pretty good silhouette of the 21st Century engineer: a wizard in his field, but also tuned to other disciplines, especially the environmental and social sciences."*

She or he must also be able to *"lead, communicate, plan..."*, in short possess 22 *"Required Skills"*. The Panel then gave nine directives for the *"Preparation"* of this Super Engineer we obviously all need to build a better world.

B.W.

● **Ms. HELENE-MARIE GOSSELIN** (Canada) has been named Director of UNESCO's Office of Public Information. Ms. Gosselin, 43, comes to UNESCO from the Canadian International Development Agency, where she served as head of the Communications Sector. After earning a B.A. in history and graduate degrees in political science and history at the University of Montreal, she was Editor-in-Chief of *"Architectural Concept"* in Toronto from 1974 to 1976, then Assistant Press Officer of the Commission of the European Communities in Ottawa from 1976 to 79. No newcomer to the UN system, she also held senior positions in UNICEF's information services in New York, Geneva and in Africa from 1979 to 1991.

... LEARNING PEACE BY PEACE

With the end of the Cold War and the armaments race, it seemed as if a new era of peace was being ushered in. However, the world is further away from global peace today than ever. Apart from the dead and the maimed, conflicts have forced tens of millions of people to flee their homes - often to seek shelter in an overcrowded refugee camp in an unknown land, and with no idea of what the future might bring (see pp. 12-13). The United Nations, and its agencies, are being regeared to better cope with an increasingly acute situation (see below). For its part, UNESCO is fleshing out its peace-building mandate, developing peace oriented education systems, and working with such remarkable people as Fatima Sherif (p.9) to provide education and life skills for refugees and displaced persons in countries such as Somalia (p.10), Iraq (p.11), and Afghanistan (p.14). In a pioneering project in El Salvador (pp.15-16), the Organization is working with the entire population on several fronts to lay the foundations for a lasting "culture of peace".

Over the last five years, according to UNHCR statistics, the number of refugees and displaced persons has more than quadrupled, to reach a total today of some 38 million people. And the tide shows no signs of turning. In Europe alone, in the 12 months from the end of 1991 to the end of 1992, the number of refugees climbed from almost 1.3 million to 4.4 million, as populations fled the bloody conflicts in ex-Yugoslavia and several of Central Asia's and Eastern Europe's new republics.

However, the vast majority of the world's refugees and displaced persons are clustered in the developing countries - the countries that can least afford to support them. Pakistan, for example, is host to some three million Afghan refugees, while Malawi is "home" for one million Mozambicans, who make up more than 11 percent of the country's total population!

The reasons behind this trend are many and complex, but one in particular deserves special mention because many of the present difficulties attendant upon humanitarian assistance are its direct consequence. The end of the Cold War resulted in the de facto dismantling of the global network of established international alliances. The "blocs" disappeared and, almost overnight, nationalist and ethnic goals were perceived to be achievable through the force of arms. Similarly, whereas formerly, the weaker of less economically advanced countries could rely on bilaterally provided relief, today they find that their former benefactors are increasingly preoccupied with economic and social problems at home. As a consequence, the victims of armed conflicts and natural disasters are turning instead to the main development and relief agencies for help.

In response to the situation, the UN Secretary-General, Boutros Boutros Ghali, has created the Department for Humanitarian Affairs. The DHA's task is to identify the humanitarian assistance needs of a given country and mobilise the resources of the specialized agencies, the funding agencies, multilateral and bilateral donors. This is done via extensive fact-finding missions, where needs are discussed on the spot with communities and any existing governing bodies. Estimates are made of the financial requirements and donors asked to pledge support. The agencies second their own staff and allocate seed money from regular programmes to get the ball rolling.

APPEALS FOR 17 COUNTRIES

So far, the DHA has launched appeals for assistance to at least 17 countries embroiled in conflict, and is monitoring the situations in another six. Priority obviously goes to food, clothing, shelter and medecine. So where does UNESCO's mandate fit into emergency assistance?

"UNESCO is the UN's lead agency for education" says John Beynon, who leads UNESCO's emergency education aid team. *"While nutrition and health supplies provide the means of survival, education is an avenue for hope. It gives an impression of normalcy to children and adults whose lives have been shattered, and builds bridges into the future. It is also a basic human right."*

"Children in refugee camps want to go to school, see their friends and listen to music," says UNICEF Education for Development consultant, Susan Guthridge. *"Instead, they spend their days walking between dormitory beds (when they have them) and barrack courtyards, numbed by boredom and surrounded by anxiety."*

It has been estimated that 50 percent of refugees are less than 14 years old. Only about 12 percent of those aged between seven and 12, go to school.

And children are not the only ones who want to learn. Adult refugees are also keen to join literacy courses, skills training and income-generating activities. It helps them acquire job skills, better living conditions and independence - and a vision for the future.

UNESCO thus has a unique role to play in these situations. Apart from helping to get children back into classes and learning, the Organization is often called upon to design entire education systems for them and even to restructure the national education systems of countries in the aftermath of war. To this end curricula must be redesigned, textbooks prepared and produced

and teacher training programmes established. In other words, there is an opportunity to start from scratch and build a system that can have a real impact on the future. In Cambodia, for example, soldiers are being trained as literacy teachers, while in Croatia and Slovenia teaching materials are being prepared in international and inter-ethnic understanding and in Somalia, textbooks are being rewritten and purged of all political content.

"A good education system that incorporates, for example, the teaching of tolerance, can provide one of the foundations for peace" says Beynon. And this is the Organization's fundamental raison d'être. For UNESCO was created as a means of coping with the horrendous destruction inflicted by the Second World War and its overarching mandate, laid down clearly in the Preamble to the Constitution, is to build the *"defenses of peace in the minds of men"*.

NEW GROUND

However, this is relatively new ground for UNESCO, which has had to undertake a major reshaping of a nearly 50-year old structure that is essentially geared for long term development projects rather than immediate aid to refugees and displaced persons.

"The two are very different in nature" says UNESCO education specialist Peter Higginson. *"For a start, the element of urgency is conspicuously absent from the usual development project. Neither do standard projects take the ambiguity of the refugee situation into account: how long they are likely to remain refugees; where they will eventually settle; and what resources are available to help them. Administrative practices - from recruitment procedures to finance accountability - tend to be rigid and time consuming, slowing effective action in the field, where flexibility and a certain autonomy are required to cope with changing circumstances."* In Somalia, for example, there are no banks, and the aid agencies, in order to procure Somali shillings, must deal with money changers who have accounts in Djibouti. For those working on the spot, the system functions well, but for their administrative officers back at agency headquarters, it is an accounting nightmare.

The restructuring process has begun as part of the development of a larger, more embracing 'Culture of Peace' policy, which, according to Director-General, Federico Mayor, will lead to a *"radical re-casting of the peace-building mechanisms through which the Organization operates"*.

In the meantime, though, UNESCO has had to act, as best it can, to answer the calls for help it continues to receive from countries in distress, and by other Member States on their behalf. It was Germany and Norway, for example, who formally asked the Director-General to mount emergency humanitarian assistance programmes for refugee education in Croatia, Slovenia and Somalia, while Portugal has entrusted funds to UNESCO for help to Angola and Mozambique. The Organization is, at the moment, either engaged in or preparing programmes of activities to help refugees and displaced persons in more than a dozen countries.

In each case, the action undertaken must be tailored to the situation at hand. *"There are no standard conflicts, and thus, no standard solutions"* says UNESCO architect and programme specialist, Anne Goodwin Diaz. However there are some problems that are common to each situation, the most important of which is the language of instruction. For example, Mozambican refugees, who are Portuguese speaking, are concentrated in countries where the lingua franca is English. Large numbers of the Afghan refugees in Pakistan do not speak Urdu, but completely unrelated languages such as Pashtu, Dari or Turkman. Many host countries are reluctant to allow another language of instruction in their schools, while parents of refugee children, whose goal is to be repatriated, are equally reticent about schools in which the language used is not their own. While there is no clear-cut answer to this issue, a recent UNESCO policy paper prepared by Najati Al-Bukhari, suggests that *"language of instruction should be the focal point of refugee education because it determines the nature and content of the curriculum, the textbooks, teaching guides, and the strategies of teacher training programmes"*.

TEACHER SHORTAGES

Finding teachers for these children can also prove difficult. Prior to the outbreak of civil war, Cambodia boasted some 40,000 teachers. When the education system began to be revived in the early 80s, only 7,000 were left. In Pakistan, the scarcity of female teachers is one of the main reasons for the low school attendance rate of girls among Afghan refugees.

Despite efforts to improve the situation, *"it could be generalized that most teachers engaged in refugee schools have been either completely untrained with low level of educational attainment, or insufficiently trained to be teachers,"* claims Al-Bukhari. And refugee children are not like others. Many suffer from severe post-trauma and stress disorders that make them unlikely to learn well in a traditional school environment. UNICEF reports that in ex-Yugoslavia, half of the one million traumatized children have seen dead or severely mutilated people and two thirds have thought, *"I am going to die"*. These children require special programmes and capable staff who can diagnose the problems, win the children's trust and restore their faith in themselves and the world.

The task facing UNESCO, its sister agencies and partner institutions, is enormous. But donors are harder than ever to find. Between 1980 and 1990, UNHCR educational assistance fell 39 percent from $23 million to $14 million. There is also a real risk that humanitarian assistance in the area of refugee education will be perceived as a political gesture, and thus trivialized or dismissed outright.

To ignore the education of these young victims of social and political upheavals, though, is to handicap them for life, to condemn their future. It would also be to deny the rising clamour of world opinion, to put an end to the suffering and to get on with the business of peace.

Sue WILLIAMS

UNESCO'S EMERGENCY OPERATIONS

UNESCO has established an Action Group on Emergency Situations and Refugee Education, to coordinate and implement activities experiencing internal conflict or natural disasters.

The Organization has emergency operations underway in: Afghanistan, Angola, Cambodia, Croatia and Slovenia, Egypt, El Salvador, Haiti, the Horn of Africa, Kuwait, Iraq, Mozambique, Somalia and South Africa.

AN INHERENT OPTIMIST

From one war zone to another, Fatima Sherif spreads a message of hope.

When a UNHCR jeep brought Fatima Sherif to eastern Croatia at the end of last year, she was faced with destruction, occupation zones and hundreds of thousands of refugees. Despite all that, she was probably the only relief worker who thought that things were not so bad after all. Only partly stemming from her inherent optimism, this attitude had more to do with the fact that Fatima had just witnessed and survived the civil war in her native Somalia.

"It can always get worse, even when you think that you have reached the absolute bottom" she said.

"When one looks at Sarajevo, for example, one feels that it has been almost totally destroyed. But compared to Mogadishu, Sarajevo actually looks intact.

"Mogadishu is nothing now, just dust". A member of the Yemeni minority in Somalia, Fatima, 36, radiates an unusual combination of determination and tranquility. Given the life she has led, this is not surprising. When, during the 70s, the socialist dictatorship in Somalia decided to dramatically change the Muslim orthodox and clan-structured Somali society, young Fatima found herself at centrestage.

AN ODD ALLY

"My life is a miracle", is how Fatima, who earned her Masters degree in Science and Technology in England, refers to her education and what has followed. Of the 38 generations of her 6,000 strong family clan, the Sherifs, Fatima and her cousin were the only women who ever went to university. *"I have to say that in my case I was helped by the dictatorship"* she says, laughing.

Born into a large family, her traditional upbringing was upset when the government ordered that everybody who graduated from secondary school had to go to military school and after that to the Faculty for Education. After graduation she joined the Institute for Women's Education, and in 1987 became the head of the department. Her father and family eventually accepted her new role because *"they saw I was not offending the culture and the religion"*.

She also began her connection with UNESCO at this time, working on a national literacy programme set up by the Organization, *"which had to be a very special project in Somalia, where 60 percent of the people are nomadic and many speak different dialects"*. She then helped launch a national campaign against circumcision of women, which is a nationwide practice. *"We had to be very careful, tender, and to work within the culture. We could not afford to be aggressive, and we eventually succeeded in making the people think about circumcision."*

"MY LIFE IS A MIRACLE" (Photo F. Sherif)

In December 1990, Fatima's peaceful life in Mogadishu was shattered by war. She was at work at the Institute when the shooting started, and in the next few days she saw the Institute stripped of money, furniture, cars and even its taps. Other houses, including her own, met the same fate.

"Our house was on the frontline between the factions. Everything was destroyed, but my family managed to survive." With the help of a foreign friend, in March 1991, Fatima escaped to Holland, the only country that would give her a visa.

"One day, I saw a UNHCR ad in the papers...they needed someone who knew Arabic; I applied and was accepted." Her first job was to return to the war zone, this time in Iraq. *"You only have one life, so you either die or survive,"* is how Fatima describes the months in Iraq. She was one of the first UNHCR workers to fly into Iraq, and remained to close the mission in September 1992.

A month later, Fatima arrived in Osijek. *"There were about 100,000 refugees in the region and I was expecting camps. Then I saw that most of the refugees were being hosted by families."* While this seems a much better situation, she warns, it can also create problems in the long run.

"When one does not feel the presence of refugees so much, because they live decently and do not beg in the streets, one tends to underestimate the problem. And these people, refugees and their host families, live in a situation that would be unbearable for most of us - perfect strangers having to live together!"

After *"making sure that everybody has food"*, Fatima organized a *"reality therapy"* - a joint UNHCR/UNESCO undertaking to provide *"psychological first-aid"* for refugees and their hosts. Then, as a firm believer in *"small, income generating projects"*, she started a pilot project in agriculture. *"Almost every home has a back yard. So I thought, why don't we keep the refugees busy and give them seeds? It would work ecologically, socially and economically. The project is already bearing fruit."*

But, she hopes that she won't be needed much longer. *"I want these people to go back to their homes. It's not exactly my priority to earn my living from other people's misery."*

As if to reassure herself that this is not the case, she spent her *"holidays"* in Pakistan in June - setting up a women's education programme for UNESCO!

Zoran BATUSIC
Zagreb

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SOMALIA: STARTING FROM SCRATCH

Education is one of four priorities set by the UN Operation in Somalia (UNOSOM) and the UN agencies working to move the country from emergency relief to reconstruction.

On April 18, the Sandol Gure primary school reopened in Belet Wayne, a town of about 90,000 inhabitants in central Somalia. It was the first school in the town to do so since the the outbreak of the civil war in January 1991. Following a ribbon-cutting ceremony in the dry, inland heat, visitors were led from classroom to classroom, where smiling first-graders greeted them with songs. In the absence of desks and chairs, the children sat in rows on dirt floors. Nonetheless, the atmosphere was full of hope.

Similar scenes are now occurring in many parts of the country - particularly in the northern regions which are the most stable. In Mogadishu, at the time of writing, about 20 schools had reopened.

Classes are started up in tents, or in the shadow of a tree. Some institutions, with international help, manage to provide desks and blackboards. Many must do without. Teachers rarely receive salaries, relying mostly on meagre gifts from the families of their pupils. They need all the help they can get.

PLUNGING LITERACY RATES

The decline of the education system began well before the fighting, when, in the mid 80s, the country's huge bureaucracy began to crumble and salaries were savagely cut. In 1987, a UNESCO report showed that 25 percent of teachers had left the profession - the highest teach drop-out rate in the world. By the end of the 80s, many schools had closed because there were no teachers available. According to Gonzalo Retamal, a specialist in refugee education who is in charge of UNESCO's operations in Somalia, literacy rates have now plunged to about five per cent.

Teaching materials, well developed prior to the war, virtually disappeared during the conflict, or were used for *"other purposes"*. Retamal tells of fights with merchants in Mogadishu's central market to recover text books whose pages were being used to wrap goods sold in the shop. Last April, UNESCO took delivery of two plastic bags containing a complete, ready-to-print, environmental education programme developed before the war. The authors had kept it safely hidden in their home during the conflict.

Working in precarious security conditions and with minimal resources, the UNESCO team has gained much ground in the five months since the start of its operations in Somalia.

"We're trying to develop tangible instruments such as textbooks, teachers guides, in-service teacher training and literacy programmes" explains the UNESCO specialist. A curriculum for the basic core of Somali elementary education, including mathematics, Somali, Arabic, Islamic studies, science, environmental and health education, is close to completion. Possibilities are being explored to bring this curriculum to the more than 761,000 refugees in camps in Yemen, Kenya and Ethiopia.

With the UNHCR, UNESCO is also supporting education for village residents and thousands of returnees from camps in Kenya. Seven regional centres, known as "Islands of Education for Peace", which will address future planning, train teachers and provide basic printing facilities for production and dissemination of educational material, are also on the drawing board. At the same time, UNESCO is preparing a map of school reconstruction needs and costs throughout Somalia, which will be made available to humanitarian aid partners in rehabilitation activities.

However, money is in short supply and donors are wary. An appeal for support in education by UNOSOM and the UN community made at the Third Humanitarian Conference in Addis Abeba (Ethiopia) from March 11-13 fell on deaf ears. UNESCO had asked for two million dollars, and UNOSOM for seven million. UNICEF managed to raise only about 20 percent of the $1.5 million it had requested.

UNESCO has been managing till now on a shoestring budget of $400,000 contributed by the German National Commission for UNESCO. The African Development Bank has recently donated one million dollars.

REFUGEE CHILDREN USE LOCALLY MADE INK TO WRITE ON TREE-BARK SLATES IN A KORANIC SCHOOL IN THE BOLEARE REFUGEE CAMP IN SOMALIA (Photo UNICEF/Judith Pollard).

"Donors fear that security is insufficient in Somalia and that their money will go down the drain," says Retamal. *"But there are regions today where it is certainly possible to initiate sustainable development in education.*

"Somalia at the moment has a unique possibility of reconstructing the system from scratch. For children of war, child victims of organized violence, the school becomes a marvellous space. Being together, being able to sing, to play to express themselves makes the school a veritable haven of peace." And surely one of the best foundations for the future.

Katerina TOLL
UNOSOM, Mogadishu

● *As this issue goes to press, fighting has broken out again in the Somali capital, Mogadishu. UNESCO's offices have been occupied and all staff evacuated. Their work, however, will continue in the more stable regions of the country.*

IRAQ: EDUCATION AND THE EMBARGO

Iraq's war-damaged schools are falling into ruin because of an acute shortage of building materials and classroom facilities.

During the Gulf War and its aftermath, some 40 percent, or more than 5,500, of Iraq's educational institutions were badly damaged. While bombardments were responsible in several hundred cases, most of the damage was inflicted by looters during civil uprisings: with buildings smashed, and furniture, blackboards, doors and windows, and even electricity and plumbing installations vandalized or stolen.

The embargo imposed by the United Nations has meant that materials cannot be imported to carry out the necessary repairs - unless they come in as humanitarian aid and their use is strictly supervised. A special Inter-Agency Humanitarian Programme for Iraq has been set up within the UN Department of Humanitarian Affairs (DHA) to facilitate the task of providing aid to all sectors. However, the Sanctions Committee of the UN Security Council has to approve any materials or equipment brought into the country.

The system is cumbersome and slow, while degradation on the spot is increasing exponentially. Thus hungry children, whose parents cannot afford adequate food and clothing for them, must work in draughty classrooms, with leaky roofs and broken windows, where the temperature in winter can fall below five degrees, sitting on either damp or flooded floors with no lighting. Teachers work with few materials - often without even a blackboard - paper is rare and text books few.

NO DRINKING WATER

"When we first visited Iraq last year, none of the 28 schools that we visited had potable water supplies," says Chief of UNESCO's Educational Policies and Management Unit, Leslie Atherley. *"All the installations were damaged and most of the pipe networks had been stolen. In one school, the water source was a well only five metres from the pit toilets."* In the southern governorates, school playgrounds are awash with stagnant water and sewage outflows.

The total destruction of some schools during the conflict, meant that alternatives had to be found. Many schools organized double of triple shifts and in some cases even shared facilities with a second or third school.

"In the year since, from all reports, the situation has even further deteriorated," says Atherley, who along with UNESCO architect, Anne Goodwin Diaz, has just returned from a another mission to Iraq.

The terrible conditions, both in and out of school, are also seriously affecting the children's health. Communicable diseases and malnutrition are the main problems. In 1991, according to a study carried out by a team from Harvard, 55,000 children under the age of five died as a direct result of post conflict conditions. Last year, the same study estimated that this figure had jumped to 170,000. The psychological effects of war on children, which are more difficult to measure and deal with, are presently the subject of a UNESCO/ UNICEF study.

An estimated 15 percent of children enroiled in schools do not attend regularly

THE GULF WAR, AND ITS AFTERMATH, SAW MORE THAN 5,500 OF IRAQ'S EDUCATIONAL INSTITUTIONS BADLY DAMAGED (Photo UNESCO).

and drop out rates are spiralling upwards, to a point where teachers, who are traditionally strict on pupils not conforming to the rules, have been advised to turn a blind eye...

Within the Inter-Agency Programme, UNESCO has undertaken the first of a two phase project aimed at *"providing immediate relief and then rehabilitating for development"* says Atherley.

"For this first phase, financed by the Inter-Agency Programme to the tune of $750,000," explains Goodwin-Diaz *"we have ordered 1,300 students kits, each of which provides such materials as paper, pencils and protractors, for example, for 50 pupils. Glass, timber, steel sheets, locks, handles and tar-paper for weather-proofing have also been bought, along with plywood sheets and steel sections for furniture which UNESCO helped design and which can be constructed in existing workshops in Iraq."* These materials should arrive towards the end of this month. Some 400 classrooms in the Bagdad, Erbil and Sulaymaniyah regions, will be repaired and supplied in this initial phase.

DONORS WANTED

The second phase of the project, which has an estimated budget of slightly more than five million dollars, will provide paper for text books and training courses for teachers, as well as further materials for building repairs, electrical installations and furniture, basic teaching aids, blackboards, chalk and pencils. It will also review the curriculum, including text book content, to adapt lessons to the shorter teaching and learning periods. Although this second stage of the project has been approved, no funds have yet been received from donors...

UNESCO is working closely on the spot with UNICEF, which has proposed to repair water and sanitation facilities in a limited number of schools, and the Iraqi education authorities.

"We have the advantage of working in a country which had heavily invested in education prior to the war," says Atherley. *"The Education Ministry is well organized, government workshops to build the necessary furniture are well equipped and just waiting for building materials, and there are still plenty of teachers available, even though they are poorly paid and must work in very difficult conditions.*

"UNESCO's work is highly appreciated by the authorities and we have received their whole-hearted support. In Iraq the importance of education for the future is understood by all."

Sue WILLIAMS

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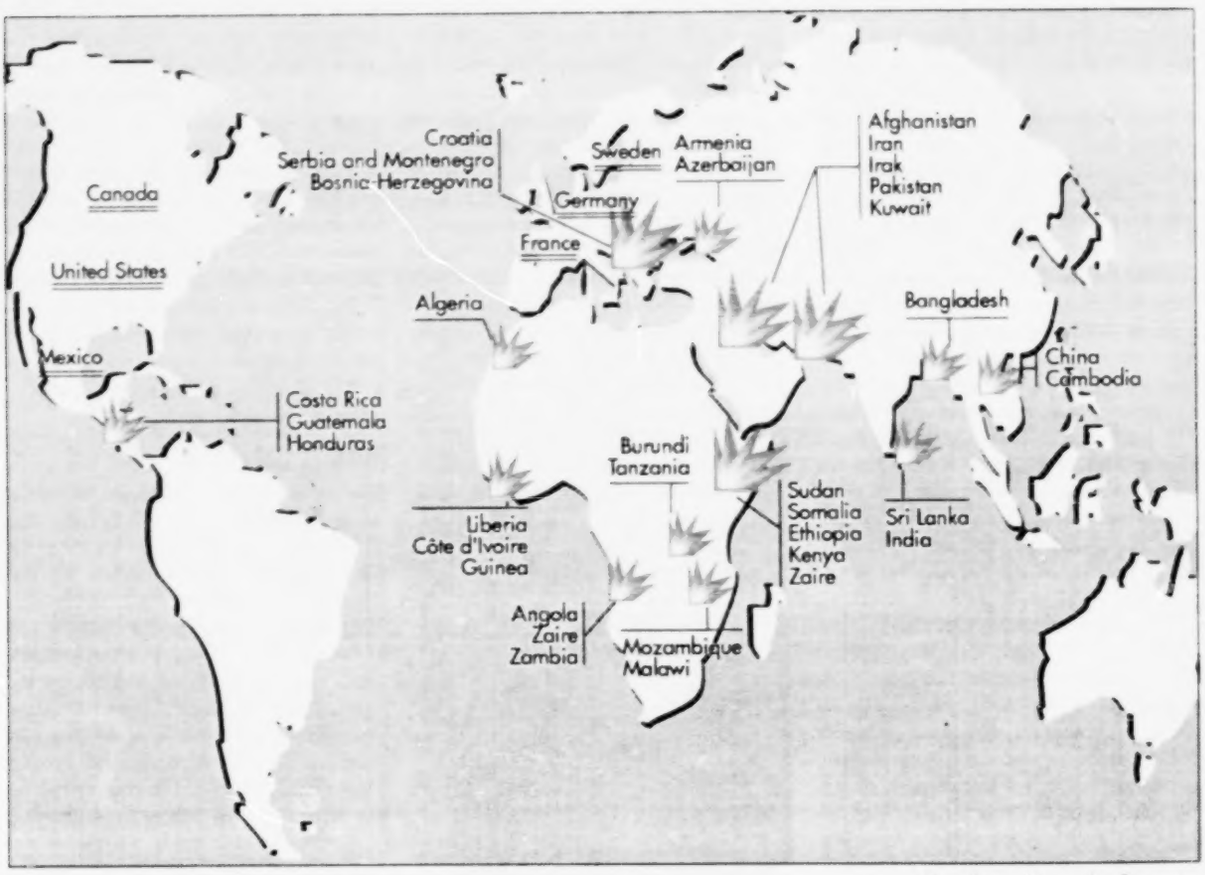
REFUGEES, MORE AND MORE, EVERYWHERE

With the proliferation of wars, especially in the Third World, there are almost 20 million refugees today, often in the charge of the poorest countries.



Graphics: Alexandre Darmon

REFUGEES AROUND THE WORLD

The map above indicates zones, marked with a red flash, in which conflicts have engendered a massive flow of refugees. The countries cited, for each of these conflicts, were sheltering at least 100,000 refugees on January 1, 1993. The countries with a double underline are those which harbour at least as many people even though they have no common frontier with a country or countries at war or torn by civil strife.

First observation: not a single region, with the exception of South America, has been spared the repercussions of this massive and forced exodus of population.

Second observation: Iran alone houses nearly a quarter of the world's refugees (4.1 million of a total 18.9 million), three-quarters of them from Afghanistan, one quarter Irak, as a result of wars in these countries. The Afghan conflict, moreover, resulted in the greatest number of refugees, since these also number 1.6 million in Pakistan.

Third observation: proportionate to its population, Black Africa has the highest number of refugees of any region, and, in view of economic difficulties, it is probable that refugees there undergo the worst conditions.

Fourth observation: the highest progression in the number of refugees over recent years has taken place in Europe where the total number leaped from 930,000 in 1990 to 4.4 million at the beginning of this year (1993). This is essentially due to the conflict in ex-Yugoslavia and the chaotic situation in certain countries of the former Soviet Union. In ex-Yugoslavia the number of persons uprooted is estimated at 800,000 in Bosnia-Herzegovina, nearly as many in Germany, about 650,000 in Croatia, and just over 500,000 in Serbia and Montenegro.

Finally, to gauge fully the human consequences of these conflicts, the number of "displaced persons" forced into internal exile even if resettled in their own country, must also be taken into consideration. Their number is estimated at 20 million.

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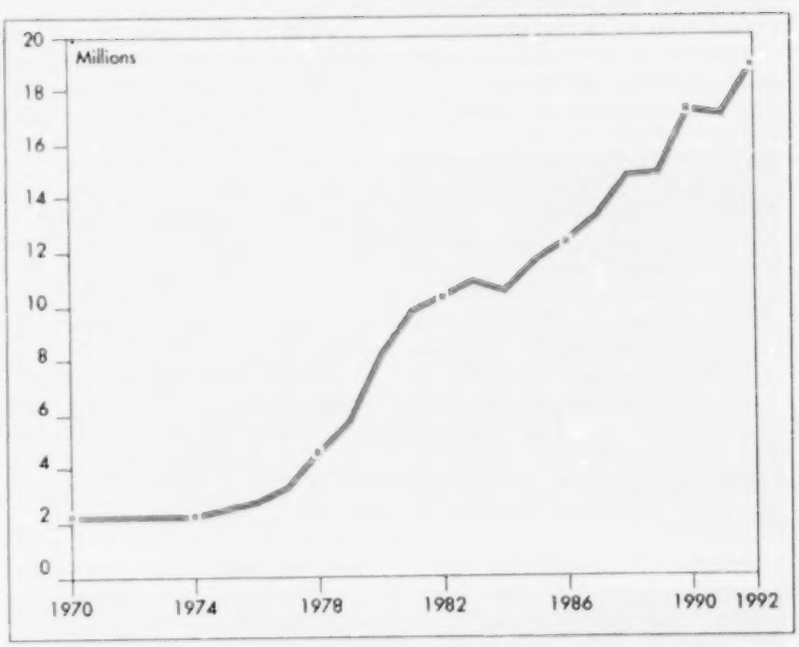
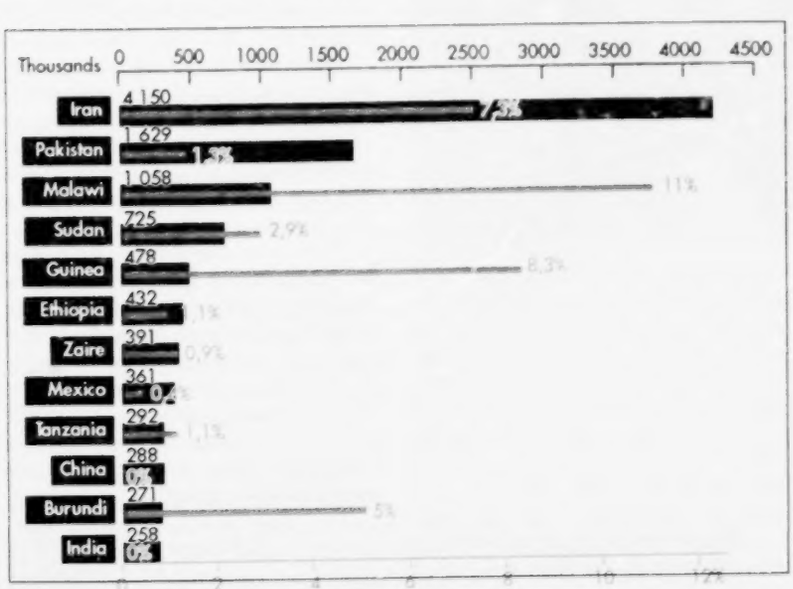
NINE TIMES MORE REFUGEES TODAY THAN 20 YEARS AGO

Increasing nine times over the last 20 years, the number of refugees has taken a huge leap forward.

Essentially three periods mark this inexorable progression. First, the beginning of the Iran-Irak conflict and the Afghanistan war in the late 1970s and early 1980s; secondly, wars in the Horn of Africa (Ethiopia, Ethiopia-Somalia, Sudan, Somalia) from the mid 1970s, and the great famine somewhat later; finally the conflict in ex-Yugoslavia and the war in Kuwait with its consequences in Iran and Irak. Fortunately, however, it must be noted that the situation with regard to refugees has considerably improved in other regions of the world, particularly in Southeast Asia with the almost total disappearance of "boat people" from Vietnam, and the repatriation of nearly all of the Cambodian refugees in Thailand. Nonetheless, from this brief chronology it is clear that wars produce far more refugees than natural catastrophies.



THEIR PRINCIPAL REFUGE - THE THIRD WORLD



Over three-quarters of the world's refugees live in the Third World. This graph indicates which Third World countries house the most refugees (in black) and the percentage of their total population these refugees represent (in red).

If, in absolute numbers, we find that the most "hospitable" countries neighbour the most serious conflicts, the percentages of refugees reveal conflicts perhaps less well known but whose consequences are just as devastating. This is the case in Malawi, for example, where refugees from Mozambique form 11 percent of the total population, or in Guinea where refugees from Liberia represent 8.3 percent, or in Burundi, where refugees from Rwanda represent 5 percent.

AFGHANISTAN: SISYPHUS REVISITED

A case that shows that educational aid cannot work if the powers that be don't want it.

Afghanistan has no chalk. There used to be a chalk-making machine in Kabul University which supplied schools, but the University is now a battlefield, and chalk production was stopped months ago.

However, the lack of chalk is one of the minor difficulties confronting the country's shattered education system and UNESCO's efforts to revive it.

After 14 years of civil war Afghanistan has almost nothing, says Rob Fuderich who is in charge of UNESCO operations there. There is no printing press and thus few textbooks - let alone schools in which students can read them. In Kabul, the pages of those texts that have survived the battles are stapled together to make shopping bags.

UNESCO tried to provide schools but the difficulties it encountered became virtually insurmountable. It has decided to close down its Afghan operations, at least temporarily, and review the attempt to bring education to a land devastated by foreign invasion, years of civil war, and that is now sliding into fratricidal tribal warfare.

HAPPIER DAYS IN ONE OF UNESCO's TENT SCHOOLS (Photo UNESCO)

In 1989 and 1990, the Organization began operations in the delineated "zones of tranquility" along the eastern border with Pakistan where the guerillas had either taken over or allied with government military commanders and most fighting had halted. The achievements were considerable: 19 tent schools and six village basic education centres were set up and opened; 2,751 pupils were enrolled; 3,600 students' kits and 90 teachers' kits were distributed; five Afghan master trainers were formed, who in turn instructed 440 Afghan animators in four provinces, and newsletters were published and distributed in the Dari and Pashto languages.

UNESCO tried to bring schools to remote, rural areas where education was most needed, however these were also areas most vulnerable to tribal vendettas. Local mujahadeen commanders took them over, or fought over them with rivals.

At first, mobile teams of Afghans would travel periodically to the various schools to monitor them, and international teams would visit periodically to cross-check. *"We assumed that inputs alone would make it work. But actually we had no sustainable accessibility."*

Wooden doors and window frames disappeared school buildings, stolen by villagers needing winter fuel. Only eight tent schools and one village school set up by UNESCO and Afghan non-governmental organizations, still operate.

Tribal grievances flared and the UN agencies and representatives were regarded as fair game. Four UN employees were gunned down in an ambush in eastern Afghanistan, others have been shot at and some kidnapped. In the eastern Maruf district, rival groups stole 11 demining vehicles. In the last year since the guerillas came to power and set up their Islamic government in Kabul, the UN has been forced to halt operations in that, and many other areas, for security reasons.

"We now have no way to measure what we are doing, or to know that if it is working." Fuderich said, commenting on the UN ban on travelling freely inside Afghanistan to monitor programmes. *"You can't throw your seed and then not watch it grow."*

THE INTERNATIONAL RESPONSE

However, it is not only obstacles thrown up by the Afghans that are to blame for the situation. The international response to a UN emergency appeal for aid for Afghanistan has been tiny. *"This is one of the forgotten wars,"* says Sotorios Mousouris, representative of the UN Secretary General for Afghanistan.

In June 1992, the UN appealed for $179.7 million. It received less than half that amount. *"And UNESCO has not received one dollar"* Fuderich said.

Part of the problem may have been UNESCO's inability to make its goals in Afghanistan clearly understood. *"Education is like jelly"* Fuderich said. *"It is very difficult to define - do you want it to be formal or informal, adult or primary?"*

In Afghanistan there is no agreed curriculum - the government in Kabul is so busy trying to end the war for supremacy in the capital that is has no time to decide what should be taught.

"I still think a lot can be done though" he emphasises. *"We need to be more flexible approach, to be able to respond quickly when conflict breaks out."*

While education does not gain the priority attention awarded to mine clearance, repatriation of refugees or food aid, he warns that without it, Afghanistan could find itself falling further and further behind. *"We have already lost one generation of children because of the war..."*

Fuderich recalls a conversation he once had with a guerilla fighter who explained to him, with great precision, the operation of an artillery cannon for which he was responsible, and who was proud to display his 10 years of experience. Fuderich asked him what else he would most like to learn. *"I would like to learn how to use a pen and I would like to understand the written word"* the fighter replied.

Michael SHUTTLEWORTH
Islamabad

EL SALVADOR: BUILDING A CULTURE OF PEACE

"There is a growing realisation that the peace accords are the bare minimum needed to end the fighting"

Inside the army base of the garrison town of Chalatenango a group of fifty soldiers crowd onto benches for the start of the lesson. During the last 12 years tens of thousands of recruits have learned here the tactics for fighting a guerrilla war against left wing rebels. But today members of the UN peace keeping mission are giving a test on International Humanitarian law and the new peacetime role of the Salvadoran army. The soldiers answer most of the questions about respecting the rights of civilians and prisoners correctly. But the final question poses some problems.

"The obligations of a democratic army are: One to defend the national territory," a soldier reads out loud.

"Correct!" the soldiers reply in unison.

"Two: to defend the civilian population against outside attack."

"Correct!" the chorus replies.

"Three: to keep an eye on the civilian population to identify suspicious people."

"Correct!" the chorus continues without hesitation.

After a moment's pause and a frown from the UN teacher some of the soldiers realise they may have said something wrong. One of them puts up his hand. *"Shouldn't it be the National Civilian Police who do that?"* he asks.

AN HISTORIC AND RESPECTED AGREEMENT

In January 1990 El Salvador celebrated the signing of historic UN mediated peace accords between the government and left wing FMLN rebels. The agreements, many hoped, offered an opportunity for fundamental changes in a society traumatized by decades of military dictatorship and 12 years of brutal civil war.

In marked contrast to other world trouble spots, the broad scope of the agreements have been carried out with a smoothness few would have dared predict 18 months ago. There was not a single serious violation of a year-long ceasefire. The FMLN have now demobilized. In return the army has been purged of officers accused of abuses and has had all police functions removed. A new civilian police force is being set up with participation of former left wing rebels. Land is being redistributed, reforms carried out in the judicial and electoral systems, and constitutional changes have been made.

But at the same time there is a growing realisation that the peace accords are the bare minimum needed to end the fighting. Many fear that without long term programmes for education, health, environmental protection, development of the economy and of the country's fragile democratic institutions, the conditions that fuelled the war could recur.

"While there was a war there were lots of international funds for technical assistance. But with the peace process established there is a loss of interest," says Gonzalo Abad, the UNESCO Regional Director. *"We need to make the international community see that peace building is more important than just peace keeping."*

During the next five years many of the initiatives started on an ad hoc basis by different UN agencies will be complemented and given a long term perspective in a $25 million UNESCO "Programme for a Culture of Peace in El Salvador".

Still at the discussion stage, it envisages 25 related "peacebuilding" projects. These include mass literacy campaigns using the theme of peace, community and cultural development, libraries, community radio, development of art, music and handicrafts, campaigns to prevent violence against women and promote greater participation for women in public life, mass education in democratic practices and specific education for those in positions of authority. For decades before the war the Salvadoran military was the dominant institution in the country. The military academy was literally the "school of presidents", as one General after another moved into the presidential palace through coup d'etats or massive electoral fraud.

Pervaded by military power and the influence of a highly wealthy land owning elite, the justice system also hardly functioned. Despite tens of thousands of murders of civilians by the military during the last two decades, until 1992 no military officer had even been convicted in a human rights case.

FOR A BETTER FUTURE... AN IMPROVISED CLASSROOM AT SANTA MARTA (Photo PNUD/Didier Dregnard).

"Helping educate the military and the new civilian police about their role in a democratic society is one of the most important things we can do," says Andrea Stoutland of the UN peacekeeping mission's human rights division after giving the test to soldiers in Chalatenango base.

The UNESCO programme also plans a massive campaign to promote democratic values in the population as a whole. The first stage will be in the lead up to 1994 national elections.

One of the most damaging aspects of the war has been the general loss of faith in the country's institutions. Opinion polls by the Jesuit run University of Central America show a huge majority of Salvadorans do not trust the justice system. They do not believe elections will be clean and they do not trust politicians.

"We have to keep telling people to use the democratic institutions," says Andrea Stoutland. *"Although these often do not work. One hopes in the long term the*

pressure of people's demands will make changes. But in the short term people come away empty handed and sometimes you feel like you are defrauding them."

In the small village of San Jose Las Flores, some 45 minutes drive up a dirt road into the steep hills above Chalatenango city, the ministry of health has put up a notice announcing a new project. But someone has pinned another sign on top. *"This notice is all the government has given this community,"* it reads.

Throughout the war this has been rebel dominated territory. Most of the people in the village spent years in the mountains fleeing the army. Almost all have relatives killed during the war and there is a great deal of suspicion of the government.

Maria Vilma Serrano has been a teacher here for the last 10 years in what amounts to an alternative system built up under guerrilla protection. She says that in 1982 everyone fled from the village to escape the army. But she survived in the mountains with a group of about 400 civilians, eating roots and berries. Only 14 years old she was asked to start teaching the children because she had studied up to sixth grade.

A PRIZED POSSESSION

The first classes, with 30 children in each, were under a tree. There were no books or pencils so they drew in the dirt with sticks. The classes were constantly interrupted by bombing.

"After about a year we got some paper," she said. *"Each child was given one piece each. Later each got a notebook. They would always carry them when they were fleeing from the army. It was their most prized possession."* Now in San Jose Las Flores several hundred children attend school up to sixth grade. The teachers, known as *"popular teachers"*, have no formal training, but are all from the community.

There are some 30 such schools in the area. In addition there are health promoters and each village elects its own leadership in what amounts to a parallel system of local government.

The peace accords laid down no guidelines about integrating the two systems, and now there are a series of disputes between the central government and popular organisations in conflictive areas.

The government wants to replace the popular teachers with qualified teachers from the city. Vilma says she wants to get qualifications and legal recognition as well as a proper salary. *"But we are not prepared to give up what cost us so much to build,"* she says.

Both sides in the dispute see the UNESCO programme as offering a potential way forward. *"We cannot mediate directly,"* says Gonzalo Abad. *"But we can get both sides involved in the same programme. The ministry and popular teachers will in practice be using the same tools. In the long term this will allow an institutional resolution."*

The dispute over education is not just about who should do the teaching.

Unlike Lebanon or Yugoslavia there were no religious, racial or cultural differences fuelling El Salvador's civil war. Both sides sang the same national anthem and saluted the same flag. Rather, communities and often families were divided down the middle over issues of ideology.

DEEP-ROOTED DIFFERENCES

While in the long term this makes the war easier to resolve there are still deep rooted differences, especially when it comes to which values and which version of the country's history teachers should pass on.

The divisions came to the surface in March when a UN appointed commission, known as the truth commission, presented its report on violations committed during the war. Intended to be a common history, in fact the report brought out a wave of denials and recriminations.

Thus, one of the hardest and most ambitious parts of the UNESCO programme is to try to rebuild a common culture and a common version of the past.

Much of this will be done through setting up local cultural centers and museums to revive the collective memory and preserve the country's rich oral tradition. There is also an idea for a mobile exhibition which will tour the country.

UNESCO officials say that the programme in El Salvador, along with a similar project in Mozambique, is a pioneer initiative which could provide a model for peacebuilding in other countries.

"We are learning as we are going along," said Gonzalo Abad. *"The formula will only be successful to the extent that people here carry it on."*

Tom GIBB
El Salvador

TO FIND OUT MORE ...

INTERNATIONAL DIMENSIONS OF HUMANITARIAN LAW: *"Humanitarian issues have become considerably more complex... and, correspondingly, so has international humanitarian law: ten articles in 1864 and more than 600 since 1977. To ensure that this process evolves in the right direction and that humanitarian law does not remain a dead letter it has therefore become essential to explain the meaning of that law and the obligations it places on those who must comply with it..."*
The preface to this volume of essays thus sums up the goal of the 19 contributing authors. Parts I and II deal with the development of humanitarian ideas and law within different schools of thought and cultural traditions; Part III with the law of armed conflict and Part IV with the application of international humanitarian law. Published by Martinus Nijhoff, 1988.

EFA 2000, No.11, **"LEARNING IN EXILE":** This issue of UNESCO's quarterly Education For All bulletin deals with refugee education.

AN AGENDA FOR PEACE: by UN Secretary General, Boutros Boutros Ghali, this 53 page booklet presents an analysis of the UN's peacekeeping and peacemaking roles and recommendations on reinforcing them. Available from the UN Department of Public Information and UN Information Centres.

UNITED NATIONS INTER-AGENCY HUMANITARIAN PROGRAMME IN IRAQ (Co-operation programme 1 April 1993 - 31 March 1994): available from the UN Department of humanitarian affairs, special unit for Iraq (Geneva or New York), this document details the aid and rehabilitation programmes drawn up by all of the UN Agencies for Iraq, including their proposed budgets. It also provides revealing insight into the extent of damage provoked by the Gulf War and its effects on the Iraq's population.

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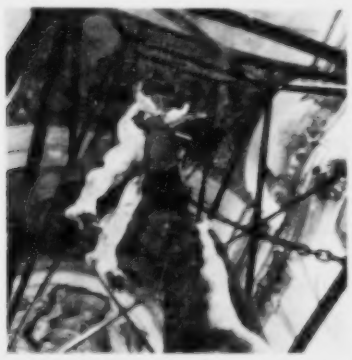
●

BAROQUE MEETS THE PRESENT was the theme of an exhibition, organized at Headquarters from June 2 to 11, in collaboration with the Delegation of the Czech Republic. The first such event staged by the Czech Republic in France since its proclamation, the show presented photos of work by 17 artists of different nationalities which had been displayed in the 17th century Church of the Annunciation in the North Bohemian town of Litomerice during a UNESCO



"MOMENTO MORI" BY J. SOČANSKÝ (Photo © J. Putta)

symposium there last June. This dialogue between contemporary and baroque art was undertaken within UNESCO's "Baroque World" Project to stimulate exchange and encourage creation.

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The Special Prize of UNESCO's International Fund for the Promotion of Culture was awarded on June 9 to the ***CARTIER FOUNDATION FOR CONTEMPORARY ART*** for its action in encouraging new talent and artistic exchange between North and South. Thanks to the "Foundation Workshops," launched 9 years ago, artists and critics - in 1992, 16 painters, sculptors and photographers from 8 countries - come to live and work for three months at the Foundation near Paris. Their creations are displayed at the Foundation, and for some, exhibited in museums and galleries.

UNESCO SOURCES

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"MANHATTAN OF THE DESERT"

A French architect raises the alarm for the unique and magnificent city of Shibam in Yemen.

The Bible says it took six days and nights for God to create the world. That's also how long it takes to reach the Hadramawut Valley by bumpy camel ride from the Indian Ocean ports of Mukalla or Shihr.

Six days to cross the sun-baked Djol Desert before you see the wondrous sight of a sea of palms surrounded by huge earthen castles - tight rows of mud fortresses forming great cliffs.

The Hadramawut, first mentioned in the Book of Genesis, is a true river oasis, with great cities of legend dotted along it. Shibam stands like a solid block - 450 houses, some nine storeys high, neatly divided by streets to make a sight so spectacular that the first Western travellers who came across it at the beginning of this century called it "Manhattan of the Desert". Nowhere else can you find such a planned, self-contained, daunting set of edifices.

Once a caravan stop on the old Incense Road, the town first became rich from taxing the myrrh and incense which passed through its jealously-guarded warehouses. None of the town's present houses seems older than the 17th century, when disastrous floods destroyed most of the town. But archaeologists are pretty sure the site has been a town since ancient times and that the present buildings and layout are directly copied from a pre-islamic model.

EXAMPLE OF URBAN PLANNING

In contrast to the teeming chaos of modern islamic cities, Shibam is a striking original example of urban planning on the basis of a square shape.

The height of the houses, which are really towers, is partly because of the needs of defence and partly due to the constraints of only having an area of 250 x 400m to build on. It was also important to live above the level of possible flooding. Family rivalry and prestige must have spurred the buildings to new heights too.

Emigration caused by the limitations of agriculture at home is an ancient human tradition. Only the destinations change. In recent decades, Saudi Arabia and other oil-producing gulf states have supplanted East Africa and Asia.

As elsewhere in the Middle East, the inhabitants of the Hadramawut are tribal people for whom honour is paramount. Each male of fighting age bears arms and feels he has the right and duty to defend his own and those not able to bear arms. The latter are craftsmen or workers involved in "unclean" activities or else intellectuals and priests - sayyeds - who claim descent from the Prophet himself. These holy men, reputed for their honesty and wisdom, mediate the incessant quarrels among the tribesmen. Their aura of justice and piety extends beyond death and their tombs are a sacred and inviolable enclave and refuge.

Each section of a town in the Hadramawut has its own system of services, cooperation and representation. On feast days, each quarter tries to outdo the other with parades and singing and dancing.

PRE-ISLAMIC TOMBS

Some tombs are based on a pre-islamic model, as are the water supply systems, all of whose parts must be kept in good working order, lest failure of one causes the collapse of the whole.

The way the houses are built is an interesting part of this ecological balance. The earth to make the bricks comes from alluvial zones, and it is the quality of this humus, enriched with finely-chopped straw, that gives the material its strength and cohesion. The mixture is then poured into a wooden form and dried in the sun.

But the palm groves are getting older now. There's no-one to dredge the irrigation canals and water no longer gets to the downstream areas which are drying up. The palms are dying and young saplings are few.

Farm incomes are no longer enough to pay for upkeep of the houses. The traditional methods are long and costly. Some people are starting to use imported cement, but it is unsuitable for the spongy terrain and quickly develops cracks.

Once shepherds led the animals from each town quarter to graze outside the town walls. These days, no-one wants such poorly-paid work and the animals just hang around the town which is littered with dried dung.

Garbage piles up in the streets. The normal social controls have gone. The

SHIBAM: "STILL FAR AND AWAY THE MOST SPLENDID ARCHITECTURAL AND URBAN CENTRE ON THE PENINSULA" (Photo UNESCO/G. Degeorge).

ruling class left the town during the time of the People's Republic of South Yemen. The rich who had several houses are now allowed to keep only one, renting out the others to the less fortunate. Many are derelict and risk collapsing after heavy rains. One which forms the southwestern corner of the town, and whose owner lives in Saudi Arabia, is already falling down. Only the minaret and the verandah remains of the al Fatah wa Amdad madrassa (school).

In the grubby streets, junk merchants hawk bits of ancient doors and windows to the growing number of tourists, who draw open hostility from the town's children.

The Yemeni government has already begun rebuilding the outer wall and putting in a system of sewage collection until a treatment plant can be installed, but the cost of the town's restoration calls for international aid. This is why UNESCO is once again calling on the international community for help in saving this architectural jewel.

UNESCO, in fact, with the Government of Democratic Yemen, first launched an appeal for the safeguard and restoration of Shibam and the valley of the Wadi Hadramawt on 22 December 1984. The sites had been included on the World Heritage List in 1982 and, beginning in 1980, following a resolution passed by UNESCO's then 153 Member States at their General Confe rence that year, the Organization had drawn up a plan of action based on several technical study missions sent by UNESCO in 1982 and 1983. Accordingly, the campaign was designed not only to preserve the aesthetic appearance of the monuments. Indeed, took the form of an integrated regional socio-economic development programme aiming, among other things, at helping revive various sectors of econmic and cultural life and at the same time to restore the main buildings of Shibam and Wadi Hadramawt.

The international community, however, failed to provide the financial means to fulfil its commitment, and the money that was contributed, has gone mainly for the restoration of Sanaa.

In spite of its present state, Shibam is still far and away the most splendid architectural and urban centre of the entire peninsula, but time is running out. First, the town's physical disintegration must be halted, partly through greater attention to its surroundings. UNESCO's study missions which have resulted a number of concrete projects, also emphasizes water control. But much more difficult is the social aspect, on which the town's survival depends. Still, Shibam is small, so solutions should be findable. One would be to mobilize wealthy Yemenite emigrants who have so far shown no interest in this treasure of their own culture.

Pascal MARECHAUX

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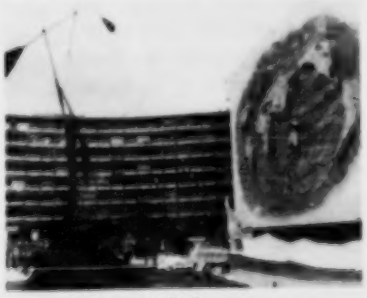
UNESCO HAS AGREED TO HELP ALGERIA REFORM ITS EDUCATION SYSTEM and preserve its cultural heritage. Under an agreement signed on May 28 by Director-General, Federico Mayor, and Algerian Education Minister Ahmed Djebbar, priority will be given to strengthening Algeria's vocational and technical training programmes, recognized as *"a precondition for the economic and social development of the country"*.

As far as cultural heritage is concerned, the emphasis will be placed on developing local skills in conservation techniques, especially for the preservation of the Kasbah of Algiers, inscribed on UNESCO's World Heritage List last December.

▼

"CONTINENT EARTH," a monumental fresco by the Italian painter Lucio Fanti, was unveiled at UNESCO Headquarters on May 27. The 336 m2 work is made up of 240 canvases, each a miniature of the whole yet in some way unique, and held together by a single thread to symbolize our dependence on one another.



(Photo UNESCO/Michel Claude).

The fresco was sponsored by six French companies in the framework of the World Decade for Cultural Development (1988-97). *"By supporting this project,"* Director-General Federico Mayor told representatives of the companies, *"you have encouraged a new form of association which we hope will develop - partnerships between the private sector and international organizations, leading to more equitable sharing, greater awareness and a more effective solidarity."*

NORTHERN LIGHTS

Indigenous peoples from the Arctic inaugurate a showcase of their art.

"We wandered in dog sleds, kayaks and umiaqs from the dawn of time. We moved from one hunting place to another, seeking for quarry, following the turns of nature resulting from the changes of the seasons. We came together in great numbers in order to strengthen our family ties, friendships, and the necessary bonds of culture.

We parted and agreed to see each other again in the nearest future when the ice again allowed for sled travel or when the sun again..." Like these Inuit Nomads, described by painter Thue Christiansen, Canadian Inuit artists, Greenlanders, Russian Yakuts and Sami from Scandinavia gathered on 21 May 1993 in Kiruna. They had come to this mining town in Sweden's far north to celebrate their arts under the banner of one of the cultural project's supported by UNESCO for this International Year for the World's Indigenous Peoples.

The joy of the artists was mingled with a sense of unease, for Kiruna's entire landscape is dominated by the mountains of debris created on the iron mines, while the expanding road network of this urban community interferes with the traditional trails of the reindeer herders. This conflict between age-old ways and industrial life is emblematic of the predicament of practically all the world's indigenous peoples.

CULTURAL BRIDGES

Over 10 years in the making, "Arts from the Arctic" has built cultural bridges between indigenous minority peoples proud of the power and vitality of their art. The project got off the ground, in 1990, when UNESCO's International Fund for the Promotion of Culture awarded a first seed-grant. Since then, over $1.5 m have been donated by governments, in particular the Norwegian authorities, regional organizations, local bodies and private sponsors.

Exhibitions like the one in Kiruna were taking place in Anchorage, Alaska, Nuuk, Greenland, Yellowknife, in Canada's Northwestern Territories, and Yakutsk, Russia, throughout May and June, each based on a selection of works of contemporary artists and craftspeople from all the five regions. As a Canadian benefactor, Lorne Balshine, a keen collector of Arctic peoples' art observes, *"(the project) has not only gathered over 500 fine pieces from the five participating Arctic regions, it also gives people from each area the chance to share their work with other artists. It is a unique real-life experience for many artists who may never have left their native village before."*

THE EXHIBITION POSTER BY ALVIN AMASON (ALASKA).

Planned by a steering committee of artists, the exhibits will travel later to Lillehammer, Norway, during the 1994 Winter Olympics there, and Victoria, British Columbia, for the 1994 Commonwealth Games. Major museums in several Nordic capitals will also host the exhibitions.

"For the first time, indigenous artists from Arctic regions are uniting to present examples of the best of their art", said Ingunn Utsi, a Sami artist from Norway. *"The project has had a core of solidarity, equality and co-operation, despite incomprehensible distances, national boundaries and innumerable rules which take no account of the indigenous peoples, their art or their culture. The art... reflects our dreams, our experiences... our searching and our reality. It reflects the dark nights, the long wanderings, the humiliations, but also the light and our hidden sources."*

Raj ISAR
Kiruna

● **"CAPRIOLE" FOR CLARINET AND CELLO** by the Finnish composer Kimmo Hakola, and "Initiative" for violin and orchestra by the 26-year-old Norwegian composer Gisle Kvandokk, were selected by producers of musical programmes for radio at the 40th International Rostrum of Composers (IRC) held at UNESCO Headquarters from May 24 to 28. Organized by the International Music Council (IMC) with support from UNESCO and radio broadcasting organizations, the IRC brought together representatives of 32 national networks on four continents. At the meeting, it was announced that 500 broadcasts of compositions selected at the 1992 session had since been made.

▼ The first **UNESCO PRIZE FOR THE PROMOTION OF THE ARTS** was awarded on May 27th. Selected from among 276 candidates from 86 countries were: Irish painter, Felim Egan, holographic artist team, Susan Gamble of the U.K and American Michael Wenyon, and sculptors Charlotte Gyllenhammar of Sweden and Turkey's Osman Dinç. Each received $10,000. Created by Master Kaii Higashiyama, leader of the modern school of Japanese art, the prize will be awarded every two years to three or more artists from different areas of the plastic arts.

SUSAN GAMBLE AND MICHAEL WENYON (Photo UNESCO/Michel Claudel).

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QUALITY VERSUS QUANTITY

Most children throughout Latin America now have access to primary school, but ...

Each year, nine million children between the age of six and seven start primary school in Latin America. But four million of them do poorly and have to repeat. In the second year this figure is about one in four. These repeats by a total of 18 million children in the whole primary school system each year cost the region an annual $4.2 billion.

Primary education has greatly expanded but quality hasn't improved, admitted 24 education ministers who attended the recent fifth meeting of the Intergovernmental Committee for the Major Project for Education in Latin America and the Caribbean (PROMEDLAC).

The meeting, held in Santiago de Chile from June 8-11 under the auspices of UNESCO, stressed the *"key role"* of education in development as a way of *"strengthening democracy"* and promoting peace. It discussed ways to *"modernise educational structures"* as well as the decentralisation experiments underway in countries as different as Brazil and Jamaica. Delegates stressed that *"decentralisation is not an administrative change but a social attitude"*. Mexico's José Angel Pescador spoke about efforts to better integrate teachers, parents, community representatives and the children themselves into the life of the school, through the establishment of school councils.

A NEW AWARENESS

UNESCO Director-General Federico Mayor, welcomed the new awareness of the fundamental importance of education since the birth of PROMEDLAC in 1979 and noted that the number of illiterates in Latin America had fallen by five or six million. World Bank loans for education rose during that period from $73 million to next year's budgeted $1 billion, the Bank's vice-president, Shahid Husain, pointed out, adding that for him education was the *"number one priority."*

All this effort has managed to get 95 percent of children into primary schools in nearly all the countries of the region. But many still have great difficulty reading and writing. In Chile, 40 percent of those tested in the fourth year couldn't understand a simple text. In Argentina, such is the case for 30 percent of children after six years of primary school. When the children come from poor families, the figures double. Studies show a similar situation in Brazil, Costa Rica, Mexico, Colombia and Jamaica. *"Without radical changes, illiteracy will continue among teenagers,"* the ministers noted. *"The whole approach to education has to be changed,"* said Ernesto Schiefelbein, Director of UNESCO's regional education office.

In a way, the school, in Latin America is a victim of its own success. Schiefelbein questioned the rigid teaching system, whereby the students are expected to sit and listen, rather than actively participate in lessons. This, he said *"works well when geared to a uniform group of children coming from the better half of youth and with a good family. But it fails when it has to deal with a mixed group"*.

A PRIMARY CLASS IN PERU. ARE THEY REALLY LEARNING? (Photo UNESCO/M. Muinos).

"Fortunately," he said, *"experiments show this pattern can be avoided. Reading methods taking these experiments into account must be encouraged and teacher training given priority. It may be a challenge, but it's a vital one for the progress of the continent."*

Nicolas MICHAUX

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THE REPUBLIC OF BOSNIA AND HERZEGOVINA became a member of UNESCO on June 2 by signing the Organization's Constitution.
The number of UNESCO Member States now stands at 174.

▼

The Ministers of Education of the nine ***MOST POPULOUS DEVELOPING COUNTRIES*** (9PDCs - Bangladesh, Brazil, China, Egypt, India, Indonesia, Mexico, Nigeria and Pakistan) met at UNESCO Headquarters on June 3-4 to prepare the Summit Meeting of the Heads of State or Government of these countries next December.
Together, the 9PDCs account for nearly three-quarters of the world's adult illiterates and over half of its out-of-school children.
A follow-up to the World Conference on Education for All (1990), the Summit will stress the following issues: gender disparities, early childhood care, teacher training and working conditions, production of reading materials, mobilization of resources, decentralization, demographic issues, social mobilization and ways of generating demand for basic education.

●

UNESCO and Brazil have agreed to create an **INTERNATIONAL CENTRE FOR TRAINING, INFORMATION AND THE TRANSFER OF TECHNOLOGIES,** with special focus on Latin America and the Caribbean.
Under the accord signed between the Organization and the Brazilian National Service for Industrial Apprenticeship (SENAI) on June 3rd, the Centre will run training courses as well as gather, exchange and spread information on technology.
UNESCO and SENAI will provide the technical, administrative and logistical support necessary for the establishment of the Centre and its operations.
UNESCO has also been assigned the task of preparing a work schedule for the Centre's creation.

THE "MORALS" DIMENSION

Should schools be responsible for teaching moral values?

In all likelihood the debate on instilling moral values in education may never prove conclusive. But the question is being urgently posed by educators and policy-makers alike. At the sixth meeting of ministers of education and officials responsible for economic planning in Asia and the Pacific (MINEDAP), held in Kuala Lumpur from June 21-24, widespread concern was expressed over the erosion of values in society and the absence of moral sensibility in the educational process. The tone was set at the inaugural ceremony by Malaysian Deputy Prime Minister Mr. Encik Ghafar bin Baba, who asserted that for education to become a lasting venture, it had to be anchored in morals and in a sound discipline.

Convened to take stock of three key issues - how far has the Asia-Pacific region come towards achieving Education for All, how to strengthen regional cooperation and what should be the shape of education next century - MINEDAP saw many delegates grappling with the *"morals"* dimension, including those from countries where poverty eradication, war, malnutrition and universal access to primary education continue to be the main worries.

That a round table was organized by Malaysia on "Values as an Integral Component of Education to Face the Challenges of the 21st Century", and that it drew a full house reflects this concern. The Malaysian delegate said that his country had already introduced the instruction of morals in the school curriculum to combat the *"crisis in values"* arising from the new *"configuration of power, organization and material wealth."*

MODERNITY VS TRADITION

Speakers agreed on the need to address the problems thrown up by modernisation, the conflict, for instance between tradition and contemporary ways of living that sometimes worked against development. These included, in the words of the Maldives delegate, *"predatory attitudes to the environment, overconsumption of resources, materialism, competitiveness, and the role and status of women."*

Discussions centred on how best the problem could be approached. Didn't the responsibility lie equally with the family, the community, social and religious institutions and the media? Wasn't school teaching often negated at home or by role models in society? Should the state take up the challenge or steer clear of the whole business.

Values in the affective domain are also difficult to achieve and even more difficult to measure.Who would train teachers for this sensitive job and didn't they risk becoming *"judges"*? Where did teaching stop and preaching begin? *"Enshrining values in the school curriculum is one thing,"* said the Australian delegate. *"A code of conduct (to which it may lead) is quite another. Not to mention traps such as litigation that would arise when particular groups felt their rights and values were being transgressed."*

The Indian delegate argued for an internationalist rather than nationalist attitude. Nor should values be taught separately but should penetrate the teaching of all subjects at all levels.

Morals in education, then, threw up more questions than it provided answers. But the fact that the matter was squarely raised at MINEDAP tells us that it will be a pervasive one in all discussions on education in the future.

Latika PADGAONKAR

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Safeguarding and **REVITALIZING INTANGIBLE CULTURAL HERITAGE** is the goal of five pilot projects to be launched in Mexico, Hungary, Niger, Tunisia and Viet Nam next year.

The projects were agreed upon at an International Consultation on New Perspectives, held at Headquarters over June 16-17, and cover such areas as music, dance, languages, oral traditions and rituals.

In Tunisia, for example the National Records Library will collect traditional Tunisian musical expressions and dance forms. In Viet Nam, the arts, crafts and popular culture around Hue, the country's last royal city and a UNESCO World Heritage site, will be studied and promoted, to make them better known and understood.

▼

A collection of essays on key issues **HIGHER EDUCATION IN INTERNATIONAL PERSPECTIVE: Toward the 21st Century,** just published by Advent Books Inc., New York, stems from two special issues of *Prospects*, UNESCO's quarterly review of education (Numbers 78 and 79, 1991). Referring to it as *"somewhat unique not only in the range of topics but also in the diversity of authors,"* Philip G. Altbach, Director of Comparative Literature at the State University of New York at Buffalo who co-edited the 218-page book with *Prospects* Editor, Zagloul Morsy, writes: "UNESCO's *'invisible college' of scholars around the world permitted us to reach beyond the usual confines of Western scholarship*". And he added, *"True internationalism requires paying attention to perspectives - especially in the current period of dramatic change."*

Available from Advent Books, Inc., 141 East 44th Street, New York, NY 10017.

EDUCATION THAT WORKS

Innovative projects get the thumbs up from UNESCO.

Three "show-case" projects, two in Bangladesh and one in Thailand have been included in *"Education for All: Making it Work"*, a larger project launched by UNESCO, as a follow-up to the World Conference on Education for All (Jomtien, Thailand, 1990), to promote innovations in basic education for developing countries.

BANGLADESH: *"Basically we tell women: 'You can do it'"* says Professor Rokeya Rahman Kabeer, project director of *Saptagram*, a Bangladeshi NGO which has tailored a programme for women, 75 percent of whom are illiterate. The scheme has now spread to over 600 villages.

"We have developed our own gender-sensitive literacy materials, and link teaching to numeracy and legal literacy, so that women can start businesses. We also have a loan programme," says Prof. Kabeer.

Female staff get around on foot, bus or rickshaw, as motorbikes or even bicycles are seen as unnecessary status symbols that create a gap between them and village women. The fact that women are recruited at all levels, creates much needed role models and closer relationships between the organization and its members.

Another project, being carried out by the Bangladeshi NGO, *Gonosjahajjo Sangstha* (GSS) in urban slums and poor rural areas, focuses on child centred teaching. *"We are addressing two fundamental problems common in Third World primary education systems, namely inefficient teaching methods and discouragement of creative thought and problem solving abilities in children"* says project director, Dr. Mahmoud Hasan. GSS school hours are flexible and the community is encouraged to participate. Teacher-student ratios are low, schools are near pupils' homes, and, most importantly, the teacher is more facilitator than disciplinarian.

Learning by rote is replaced by teaching through discovery. *"We enable children to age 12, who have never been to school or who have dropped out, to get an education, using a system that is replicable because it is efficient - providing good results at low cost,"* says Dr. Hasan.

The GSS primary programme, begun in 1986 with two schools, now has 150.

THAILAND: Remote populations, along with women, are often left out when it comes to education. This is no longer the case in Northern Thailand, where young teachers are recruited for hilltribe villages, to teach children during the day and their parents in the evening. *"I have lived in this village for two years"* says Ms Montha Sithi, one of the Hill Area Education Project's 400 teachers. *"At first the villagers didn't trust me, so I spent my time participating in their daily activities. Finally, when I helped deliver a baby, I was accepted, and classes could begin."* The project has been so successful that the authorities are recruiting another 100 teachers.

These three projects will be included in a special series of publications, along with cases studies in other regions. Launched this month, the series is destined for policy makers and educators everywhere.

Ulrika PEPPLER BARRY

The second edition of **UNESCO's WORLD HERITAGE NEWSLETTER** has just come off the presses. Along with on news from the World Heritage Centre and a diary of

THE RESTORATION OF THE SIGIRIYA FRESCOES IN SRI LANKA'S CULTURAL TRIANGLE WAS ONE OF THE MAIN OBJECTIVES OF THE CAMPAIGN TO SAFEGUARD THE SITE (Photo UNESCO/E. Hattori)

upcoming events, this issue includes a series of world heritage success stories covering sites in Haiti, the Medina of Fès in Morocco, the island of Gorée in Senegal, Moenjodaro in Pakistan, the Cultural Triangle in Sri Lanka, Sukothai in Thailand and Sana'a and Shibam in Yemen. It also provides details of the plans to protect Petra in Jordan and Angkor in Cambodia.

☛ *World Heritage Centre*

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LOOKING AHEAD

The Sub-Committee on **INTERNATIONAL DRUG ABUSE CONTROL** will meet at Headquarters from September 6 to 8. Also at Headquarters an **EXHIBITION OF EARTH ARCHITECTURE**, ("CRATERRE") will be on view from September 6 to 17. Representatives of **MAB NATIONAL COMMITTEES FOR EUROPE** will meet at the Tatra Biosphere Reserve in Poland, from September 6 to 11. **UNESCO's LITERACY PRIZES** will be awarded at Headquarters on September 8. A workshop on the **TRANSITION TO DEMOCRACY AND PROTECTION OF MINORITY GROUPS** will be held in Moscow from September 8 to 10. Some 20 specialists will attend a Meeting on Methods for integrating the **CULTURAL DIMENSION IN DEVELOPMENT** Projects, at Headquarters on September 9 and 10. The **ASSOCIATED SCHOOLS PROJECT** will commemorate its 40th Anniversary with a symposium in Seeut (Germany) from September 12 to 17. UN Agencies and NGOs concerned with **ENVIRONMENTAL EDUCATION** for **SUSTAINABLE DEVELOPMENT** will meet at Headquarters on September 13 and 14. The **INTERNATIONAL BIOETHICS COMMITTEE** will meet for the first time at Headquarters on September 15 and 16. Composed of 50 eminent world figures, it will make recommendations to UNESCO regarding elaboration of an International Normative Instrument for **PROTECTION OF THE HUMAN GENOME**. In Seoul (Korea) from September 20 to 22, an **INTER-AGENCY FORUM ON "CULTURE AND DEVELOPMENT"** will be attended by about 35 experts. The **INTERNATIONAL COMMISSION ON EDUCATION** for the XXIst century will hold its first session away from Headquarters in Dakar (Senegal) from September 20 to 23. The **UNESCO PRIZE FOR PEACE EDUCATION** will be awarded at Headquarters on September 28.

A SPECIAL ISSUE OF SOURCES (the 50th) in September, will trace the main lines of UNESCO's programme for the next two years (1994-95) to be adopted by the General Conference (Paris, October 25 - November 16), illustrated with reports on some key activities in the field.